

EDUCATION AS A TOOL FOR BETTER HUMAN RESOURCES AND DEVELOPMENT A CASE STUDY OF DHARMAVARAM MANDAL, ANANTAPUR DISTRICT, ANDHRA PRADESH

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ABSTRACT

Etymologically speaking, the word education is derived from the Latin word 'educare' meaning 'to raise' and 'to bring up'¹. "Human resources development is the process of increasing the knowledge, the skills, and the capacities of all the people in a society"². The paper was conducted to analyze the Education as a Tool for Better of Human Resource and Development a Case Study of Dharmavaram Mandal. The study focused on the major contributors of education system in the study area and how consequence on human resource and development. Education is foremost contributors of our education system such as primary education, secondary education and higher education. Expenditure on education and development is a long term investment that as long as the organization can benefit from it. So that education structure by Human resource Development at different levels of association, skills development and empowerment of people. "Human Resource development" encompasses a wide range of subjects such as education, skill development, literacy rate, Housing, and other socio-economic conditions such as health conditions, sex ratio and Schemes Under development of women's, child welfare, education etc.,. But the weakness of the study area human resources were, the education levels, literacy rate, and etc. literacy rate of the study area is 68.46% was very low comparatively national average values. The main livelihoods was concerned, agriculture was in rural areas and weaving was mainly in urban areas were dominant, but not sufficient for economic development of the people in the study area. So there is a need to improve the present situation and also search for alternative livelihood options.

KEYWORDS: education, skills development, empowerment, literacy rate

(Footnotes)

¹ National Council of Educational Research and Training, 2014

² Human Resources Development for Competitiveness: A Priority for Employers by Sriyan de Silva International Labour Office January 1997

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INTRODUCTION

The study undertaken is to build an understanding regarding the impact of education on human resource development in Dharmavaram Mandal. Over the last two decades many developing countries have invested heavily in improving access to, and enhancing the quality of, science education. Human resource development has become a central feature of most national development strategies and within this the emphasis has more often than not been on the acquisition of scientific and technological skills and capabilities. In many developing countries there is now more than two decades of experience with system reforms, curriculum development, and teacher training for science education at secondary and higher levels. Though much has been achieved, the impact of these initiatives has not always lived up to expectations. Literacy rate plays a vital role in the development to any nation and transforming it into socio-economic prosperity. Literacy rates in developed countries hover around the 100 percent mark, but such is not the case with the developing countries like India. A change in paradigm of education is required; material things are still more important and take as assets, whereas human beings are considered as liabilities. The mindset has been developed that spending on strengthening liabilities becomes a waste of capital. Unless this thinking is reversed, it would be extremely difficult to build human capital of nation. It must be realized that human resource development will be shaped in the class room through education. In addition to the inculcating latest knowledge, the role of education as an agent of human resource development is to contribute towards the achievement of full employment.

OBJECTIVES

- ♣ To study the existing situation of availability education, demography and literacy status of the study area
- ♣ To evaluate the existing education system and human resource development of the study area

- ♣ To prepare strategies for effective human resource and development in the study area

METHODOLOGY

This study is mainly based on impact of education for better human resource development of Dharmavaram Mandal. These studies are based on following steps:

- 📁 To analyze the existing primary and Secondary data of Dharmavaram Mandal
- 📁 To evaluate the existing various government reports, national & international journals & books have been followed

STUDY AREA

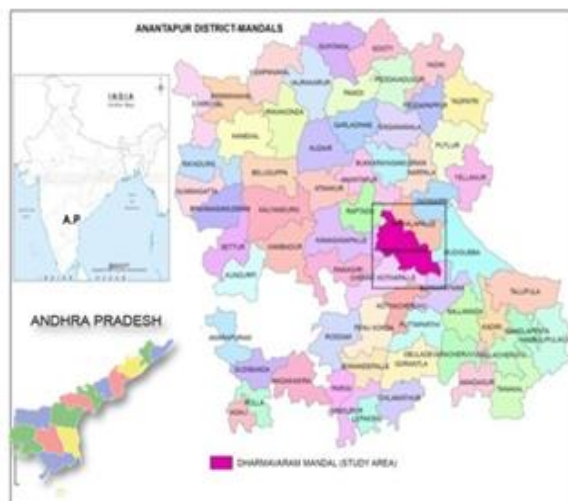


Figure 1: Location map of Study Area

Dharmavaram Mandal is lied 130 40' and 150 15' north latitude and 760 50' and 780 30' east longitude. It is located in the middle of the peninsular region and is confined to the southwestern part of Andhra Pradesh, India. It is bounded by Bathalapalli, Anantapur, Raptadu, Kanaganapalli, Chennekothapalle, Bukkapatnam, Mudigubba mandals of same district. The total geographical area of the study area is 368.33 Sq Km. the municipality is having 40 wards. According to 2011 census total population is 1,72,654 on which urban population is 70.6%, with a literacy rate of 68.46% and sex ratio of total population is 958.

FINDINGS AND ANALYSIS

The total population in the study area is 172479; in this male population are 88233, female population is 84246. Adult sex ratio of 962 for 1000 male and child sex ratio of 857 of 1000 male. Literacy rate of the study area is 68.46% was very low comparatively national average values. The total number of illiterate of the study area is

67703(32.64%); and the total males and females population is 27931 (41%) and 39772 (59%) respectively. The study area is Having 7.2% of SC population, 3.15%. of ST population according to 2011 census. Whereas in 2001 census SC population 6.81, ST Population 3.48 %.

Table 1: Literacy details of the study area³

| Category | Population in 2001 | Population in 2011 |
|-------------------------------|--------------------|--------------------|
| Total Population | 147176 | 172479 |
| Total Population - Male | 76265 | 88233 |
| Total Population - Female | 71911 | 84246 |
| Total Literates | 74976 | 104776 |
| Male - Literates | 45847 | 60302 |
| Female - Literates | 29129 | 44474 |
| Total Illiterates | 72200 | 67703 |
| Male - Illiterate | 29418 | 27931 |
| Female - Illiterate | 42782 | 39772 |
| S C Population - Total | 10598 | 11761 |
| Male - SC | 5302 | 5872 |
| Female - SC | 5296 | 5889 |
| ST Population - Total | 4644 | 6009 |
| Male - ST | 2376 | 3106 |
| Female - ST | 2268 | 2903 |

The Study educational facilities available in the rural areas are inadequate. There are 83 primary schools, 39 upper primary schools and 9 junior colleges were established in the study

area.4 Degree colleges,1polytechnic college, The higher educational need of the population is met by Anantapur and Hyderabad.

Table 2: School facilities in the study area⁴

| Type | Management wise Schools | | | | | Teaching Staff | | | | Students | | |
|-----------------------|-------------------------|-----------------|----------------|---------------|------------------|----------------|-----|-------|-------|----------|-------|-------|
| | State Govt | Mandal Parishad | Municipalities | Private Aided | Private Un-Aided | Total | Men | Women | Total | Men | Women | Total |
| Primary Schools | 0 | 45 | 24 | 1 | 13 | 83 | 84 | 52 | 136 | 4866 | 4423 | 9289 |
| Upper Primary Schools | 1 | 14 | 6 | 0 | 18 | 39 | 106 | 70 | 176 | 3558 | 3175 | 6733 |

The medical and health facilities available in the study area were inadequate. There are one Area hospital, four urban health centers, one primary health center at Darsinamala (PHC) established by government and 6 other private hospitals available in the study area. The facilities are not meet to the standards of people livelihood.

Study area is lowest growing economy during the last decade because of drought prone area. In order to necessitate efficient and continuous system of skill development for its workforce is important of the study area. Therefore, this section is devoted to portray the current skill capacity of Study area; the major

(Footnotes)

³ Source: Senses of India 2001, and 2011

⁴ Source: District handbook of statistics, 2010 and Census of India, 2011

challenges in the successful implementation of skill development initiatives along with their way outs or suggestions.

Human Capabilities in the study area there was huge human resources were available for any development work, if planned. But the weakness of the study area human resources were, the education levels, literacy rate, etc was very low comparatively national average values. So if the local population has to be taken from various developmental works, at first their education levels, skills and literacy rate should be improved. At the higher and technical education was low in the study area, there was a need to improve them with practice. Because of drought conditions, low economic development, factionism etc reasons psychologically people were more aggressive compared to other areas. To

control the situation there is a need to improve people's livelihood for economic development and strict law & order should be established to minimize the conflicts.

Work is defined as participation in any economically productive activity - Physical/mental. The work force is classified into three categories: a) Main workers, b) Marginal workers and c) non-workers. It may be observed that a majority of the study area population falls in the non worker category followed by the main and marginal workers. The male female difference is also significant in all the categories. There are only a few females among the workers, whereas in that number there are more non workers and marginal workers.

Table 3: Employments details of the study area⁵

| Area | Total workers 2011 | | | Main Workers -2011 | | | Marginal Workers-2011 | | | Non Workers -2011 | | |
|--------------|--------------------|-------|-------|--------------------|-------|-------|-----------------------|------|------|-------------------|-------|-------|
| | Total | M | F | Total | M | F | Total | M | F | Total | M | F |
| Total | 79098 | 52024 | 27074 | 67355 | 47110 | 20245 | 11743 | 4914 | 6829 | 93381 | 36209 | 57172 |
| Urban | 52406 | 36555 | 15851 | 45685 | 33279 | 12406 | 6721 | 3276 | 3445 | 69468 | 25695 | 43773 |
| Rural | 26692 | 15469 | 11223 | 21670 | 13831 | 7839 | 5022 | 1638 | 3384 | 23913 | 10514 | 13399 |

Out of total population, 79098 were engaged in work or business activity. Of this 52024 were males while 27074 were females. In census survey, worker is defined as person who does business, job, service, and cultivator and labor activity. Of total 79098 working population, 39 % were engaged in Main Work while 7 % of total workers were engaged in Marginal Work remaining 54% of the population are non-workers.

The education of women in the study area was low. Most of the women were spending their life as a housewife. If they have to work, in most of the cases they were working as agriculture labor in the villages. In urban area in some families, women were working as weavers in their own houses. Because of poor economic status, in many families they were stopping the girl child education at the high school stage. Most of the girls were working for their household activities.

Because of the above situation some people intentionally stopping the girl child births at pregnancy level. Because of this reason sex ratio was changed in the study area. To control the problem of low sex ratio, awareness and strict implementation of the existing rules were necessary to improve the female number in the society.

Sustainable development of any area is dependent not only the population but also on the availability of infrastructure which leads to better living standards. The infrastructure facilities are essential in providing housing, education, awareness, health, communication, potable water, transport, etc. Census defines the household as a group of persons living together and sharing their meals from a common kitchen. According to 2011 census Total number of households in the study area 42891, Urban area 30096 where as in rural part 12795.

(Footnotes)

⁵Source: Census of India, 2011

Table 4 : Housing condition and its percentage⁶

| Total Housing Conditions | | | Urban Housing | | | Rural Housing | | |
|--------------------------|----------------|-----------|---------------|----------------|-----------|---------------|----------------|-----------|
| Permanent | Semi-permanent | Temporary | Permanent | Semi-permanent | Temporary | Permanent | Semi-permanent | Temporary |
| 75.8% | 17.7% | 6.5% | 83.0% | 13.2% | 3.7% | 59.9% | 27.5% | 12.6% |

Housing is the most important obsession in urban development. The study area is having 75.8% are permanent structure, 17.7% are semi-permanent structures and remaining are 6.5% is temporary structures. In this contest, we deal with urban and rural housing. So that in urban housing having 83.0% are pucca, in rural area is 59.9% only.

Migration was one of the main characteristic of the urbanization. In the study area migration was observed as two types' viz., seasonal migration and permanent migration. From rural areas because of lack of work due to seasonal agriculture, poor farmers were coming to the Dharmavaram municipality in search of temporary job opportunities in the off season. Whereas when continuing drought conditions, in search of better livelihoods, in search of jobs based on education, etc. reasons formers and youth were coming to urban area as permanent migrants. As these people were already in low economic status, they were settled down in slum areas in the Dharmavaram municipality.

The government has introduced various schemes by MEPMA in urban areas and same schemes by SERP in the rural areas were giving positive results. Even though, the government has to improve schemes, awareness, free and quality education facilities for girls. In this respect government has to take the help of NGOs and individuals, who can go up to grass root levels. Most of the schemes were running successfully in the study area. Because of right to education act children can study up to 10th class free of cost. Transparency is very important to give confidence to people on running issues. Right to information act was providing better transparency in

government activities. National Rural Employment Guarantee Act (2005) (NREGA) was providing work for every individual who has no work. SC/ST sub plan intention was the allocation of the funds from the budget on the basis of population ratio for improvement of the SC/ST communities.

CONCLUSION

To make India internationally competitive and to boost its economic growth further, education and skilled workforce is essential. For transforming its demographic dividend, an efficient skill development system is the need of the hour. We need to recognize that the knowledge, education and skills and productivity of our growing young and dynamic workforce form the backbone of our economy. To reap the benefits of such a young workforce, we need to implement the reforms. Education system also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking about the study area should try to become "knowledge economy" to promote inclusive growth. The three major areas to be focused to ensure that our education system is sustainable and meets global standards: **Quality of Education:** in terms of infrastructure, teachers, accreditation, etc. **Affordability of Education:** ensuring poor and deserving students are not denied of education. **Education avoiding over:** commercialization of education system. It is time to bring in the changes that will give us the momentum to find a place in the global scenario. Govt. and public both should work hand-in-hand to support each other and look for the requirement of education. Education and skill enhancement are playing a big role to develop human resource and utilization of recourses and schemes for better lively hood of the people.

(Footnotes)

⁶Source: District handbook of statistics, 2010 and Census of India, 2011

RECOMMENDATIONS

- ✍ Education is the main assert of human resource development, so that we have to take all step for awareness of education to the society.
- ✍ Efforts should be taken to improve literacy rates in women and measures shall be taken to impart technical education in unemployed youth.
- ✍ As economic development and changing life styles were deteriorating the Education conditions, there is a need to create awareness of educate and skills aspects by conducting various programs.
- ✍ Study area is having low literacy rate, if we provide the education and skill development may possible to utilize resources effectively.
- ✍ Qualified people should involve in agriculture then only profit making forming is possible.
- ✍ In urban part most of the population are weaving here also needed involvement of educated people then only avoiding of diseases and profit making is possible.
- ✍ The weaving sector needs a continuous power supply for quality work and to avoid eyesight problems in workers. It is advisable to use solar energy for lighting purpose in this sector by giving more subsidies.
- ✍ Government and NGO organizations should be encouraged more in developmental activities like, concentration on better education and improvement of human resource development then only we may expect better livelihood each and every sector.

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